

THE COLUMBIAN UNIVERSITY.

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PRESIDENT'S

ANNUAL REPORT

FOR THE

Year 1889-1890.

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1890.

## PRESIDENT'S REPORT.

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*To the Honorable and Reverend the Overseers  
and Trustees of the Columbian University:*

I have the honor herewith to submit my report on the operations of the University in all its departments, during the scholastic year 1889-'90.

The aggregate number of students in attendance during the year has been 618—the largest in the history of the University. This aggregate number was distributed as follows: in the Preparatory School, 100; in the Columbian College, 54; in the Corcoran Scientific School, 113; in the Medical School, 128; in the School of Dentistry, 11; in the Law School, 212. It will be seen that, in the University proper, the number of our students has been 518, without counting the members of the Grammar School.

The Preparatory School has reached, on its rolls, the fixed limit of 100 pupils, but this number has not been constantly present during the whole session. The Principal and his assistants have brought a praiseworthy intelligence and fidelity to the discharge of their arduous duties. For particulars, as also for certain recommendations of the Principal, I respectfully refer you to his report in the Appendix. The Principal recommends that the salary of Prof. Hodgkins and of Prof. Lodge be raised to \$1,200 each. It is suggested that the increase be allowed in favor of these meritorious teachers, provided there shall be a sufficient increase in the income of the Preparatory School and College during the next year to sustain this slight additional expenditure. Each of these Professors labors alike in the Preparatory School and in the College. The small increase of salary asked in behalf of Mr. Stuart is in line with former precedents, as a just recognition of faithful and continuous service in the School.

The College proper rejoices in a considerable addition to the number of its pupils, due in large part to the presence of young

women in its several classes. These young women have been remarkable for their diligence and success as students. Their presence in the class-room has been an inspiration alike to the Professors and to the other students. If the problem of co-education could be determined alone by the administration of the class-room instruction, the problem would be simple and its solution would be easy. But the watch-care of students of both sexes, in the intervals between recitation hours, raises a question of some difficulty in the prospect of a large addition to the number of our female students.

The reports of the Professors, giving an account of their faithful labors, will be found in the Appendix.

The Corcoran Scientific School has been largely attended during the year, but, as we have had to lament in former years, its students have mainly sought its instructions for the sake of a chosen specialty which leads to practical dexterity in some given calling, rather than for the sake of those confederated studies which lead to general scientific culture. This must continue to be the infirmity of the School so long as it lacks, in some departments, the indispensable apparatus of scientific study, and so long as it depends on the precarious co-operation of a corps of professors who receive nothing like an adequate compensation for their learned, laborious, and faithful services. Eminent professors are at our command, but, in the absence of endowments, we cannot long ask them to disregard almost entirely the scriptural maxim that "the laborer is worthy of his hire."

For report of the Dean, see the Appendix.

No Certificate of Proficiency, Diploma, or Degree is given in the Columbian College or in the Scientific School, except on the basis of merit as tested by stringent examinations. These examinations are conducted in writing. For the Certificates, Diplomas, and Degrees awarded in both these departments, I respectfully refer you to the Commencement bill of exercises. The Commencement of both was held in the hall of the University on the 11th instant.

The Medical College continues to grow in popularity and usefulness. It is difficult to speak in too high commendation of the learning and efficiency brought by its faithful corps of professors to the work of instruction in this department. The curriculum

of the School has been constantly enlarged and its conditions of graduation have been so raised as to place its degrees in the front rank of merit. The annual Commencement of the College was held on the 20th of March last, when twenty graduates received the degree of Doctor of Medicine.

The School of Dentistry is small in the number of its pupils, but here, too, the Professors have raised the standard of graduation by requiring a four years' course of study for the dental profession. Five graduates received the degree of Doctor of Dental Surgery at the March Commencement of the School.

Our Law School still maintains its pre-eminence in point of numbers among its sister schools in our University system. Second to no law school of the country in the dignity and learning of its Professors, it is second to none in the quality and thoroughness of its instructions. The burden of the instruction falls mainly on Professors COX and MAURY, and it could not fall on men more competent to bear it. But these learned jurists have been admirably reinforced during the last year by Mr. Justice HARLAN, of the Supreme Court of the United States. His lectures on the Jurisprudence of our Federal Polity have occupied a conspicuous place in the lecture courses of the year, and have won for him the gratitude and the admiration of all the students. With a remarkable talent for clearness of exposition, and with a magnetism of manner which places him in familiar accost with his classes, Mr. Justice HARLAN has made his lectures on the Constitution equally attractive and instructive, and he, on his part, has come to find pleasure in the labors of the Professor's chair. In evidence of this fact I have great satisfaction in reporting that he has kindly consented to multiply his hours of instruction during the next year, and to deliver a series of lectures on Public and Private International Law, in addition to his course on the Constitution. Accordingly, I have respectfully to recommend that Mr. Justice HARLAN be appointed Professor of Public and Private International Law, and that the title of his chair shall hereafter be as follows: the chair of "Constitutional Jurisprudence of the United States, and of Public and Private International Law." For this large addition to the duties of the chair I respectfully recommend that its emoluments be raised from \$500 to \$1,000 per annum.

Prof. HENRY E. DAVIS, A. M., LL. M., the learned Associate Professor in the School of Practice, has voluntarily added to his other duties that of Lecturer on the History of Law. For the duties of this post he is admirably fitted by his spirit of original research into the Origins of the English Common Law, and by the learning which keeps him abreast with the contributions made to this branch of historical study by the foremost legal scholars of England and our own country. This valuable service has thus far been rendered to the School without any compensation, but in view of the constant extension which Mr. DAVIS is giving to his favorite specialty, and of its value to the School, I ask that a small addition be made to the emoluments of his chair.

Prof. WORTHINGTON, a distinguished graduate of our School, has greatly enlarged his valuable course of lectures on Criminal Law and Procedure.

Your thanks are specially due to Mr. MATTINGLY for unrequited services rendered to the School by useful lectures delivered during the years of 1888-'89 on Practical Commercial Law. It is the hope of the students and of his colleagues in the Faculty that he will resume his lectures during the coming scholastic year.

The students of the Law School have exhibited during the last year a remarkable interest in the operations of the University. Voluntary associations have been formed for purposes of investigation in law, and a Debating Society has been established which held a public discussion, under the auspices of the University, on the 7th instant, in the Lecture Hall of the School.

I have pleasure in announcing that ALEXANDER T. BRITTON, Esq., a leading member of the Washington Bar, has pledged an annual prize of \$50, to be awarded in the School of Practice to the student passing the best examination for the degree of Master of Laws.

At the Commencement of the Law School, held on the 10th instant, 46 students received the degree of Bachelor of Laws, and 33 the degree of Master of Laws. The annual address to the graduating class was delivered by the Hon. JOHN G. CARLISLE, LL. D., of Kentucky, and the prizes were awarded by the Hon. J. C. BANCROFT DAVIS, LL. D., the official Reporter of the Supreme Court of the United States.

The Reading Room connected with the Library has been

supplied during the year with newspapers and periodicals for the benefit of students in all departments.

Two courses of public lectures, open without charge to the public of Washington, have been given during the year under the conduct of the College Faculty. In the first course two lectures in the German tongue were delivered, respectively, by Herr CLAUDY and by Herr Pastor ELTERICH; two lectures in the French tongue, by the Marquis de CHAMBRUN; and lectures in English by Professors HODGKINS, GORE, FRISTOE, and the President of the University. In the second course the lecturers were Prof. DAVID C. BELL, the Hon. GEO. S. BOUTWELL, Dr. L. R. KLEMM, of the U. S. Bureau of Education, and the Hon. JOHN M. GREGORY, LL. D. These lectures have been well attended, and their popularity has probably led to the establishment of similar courses in connection with the Catholic University, with Georgetown University, and with the Washington High School. My thanks are again due to Professor GORE for his kindness in assuming all administrative labor connected with the arrangements for these lecture courses, as also for his zeal in undertaking the general superintendence of the Library.

The College and Preparatory School are specially indebted to our colleague on the Board of Trustees, the Hon. GARDINER G. HUBBARD, LL. D., for interesting and instructive lectures on English and French History, as illustrated by rare and costly engravings. These lectures have served as an object-lesson in the history of the art of engraving while throwing cross-lights on great names in the annals of European civilization.

The Alumni Association of the University is now the largest organization of its kind in Washington. The banquet given in the month of April last was attended by more than a hundred guests, and the warmest interest was manifested in the prosperity and enlargement of the institution. Social meetings between professors and students have further helped to promote that *esprit de corps* on which Colleges and Universities thrive.

With the single exception of the Admiral Powell bequest, no substantial addition has been made to the endowment of the Columbian University since the small but solid foundation laid by our greatest benefactor, the late WILLIAM W. CORCORAN, in what is known as "the Corcoran Endowment Fund." That

Endowment Fund is less than a quarter of a million of dollars. It is no exaggeration to say that never before in the history of education has a work so large as ours been performed on a capital so small. It could be done nowhere else outside of Washington, and it has been done here only because of the opulent educational facilities offered, without money and without price, by the educational resources of the national capital. It has been done, too, because of the generosity with which eminent scholars are now serving the University almost without "money" at all, and certainly without the "price" attached to such high service in other communities. But we have reached the limit of this beneficence on the part of our teaching body, and we can hardly expect any signal additions to the number of our pupils until the number of our teachers in all departments shall be so enlarged as to bring the activities of the University into some correspondence with its unparalleled opportunities for educational work of the highest rank. Never before has the attention of the American people been so widely and so vividly drawn to Washington as a scientific and educational centre. The maximum of work performed by the Columbian University on its minimum of means has had its share in arresting this measure of public attention. The Washington air is filled to-day with "University projects," which are all so many tributes to the felicity of *our* position. It will be at once a source of shame and amazement if, in showing to others the Promised Land, we shall neglect to occupy and possess it for the cause of University education under Christian auspices.

The Columbian College was founded by its projectors with a distinct forecast of its national destiny and usefulness. The reasons avowed for founding it at Washington were published at the time. They were, that Washington was "national in its position;" that there was (in 1821) no seat of higher learning there, "under Protestant auspices;" and that such a seat of learning could come "into no competition or rivalry" with similar institutions in the States. Luther Rice, the foster-father of the Columbian College, projected as early as the year 1822 a scheme of University studies in connection with the institution. A member of our Board of Trustees, Prof. G. BROWN GOODE, Ph. D., the learned Director of the U. S. National Museum, has shown, in a paper read before the American Historical Association at its last

session in that city, that the founders of the Columbian College were co-workers with the men who laid the broad foundations of the present scientific activities of the Government of the United States. Every member of our University Board should ponder the lessons of that important paper, for others, we may be sure, are pondering them with care and attention.

In my last annual report I recited the steps which had been taken to bring the opportunities and the wants of the Columbian University to the notice of the Board of Managers of the American Baptist Education Society. It was then stated that, in response to representations made on this subject, the Board appointed a committee of five representative men to inquire into the surroundings of the University problem in Washington. That committee consisted of the Rev. FRANK M. ELLIS, D. D., of Baltimore, the Rev. GEORGE DANA BOARDMAN, D. D., LL. D., of Philadelphia, the Rev. H. L. MOREHOUSE, D. D., of New York City, the Rev. A. C. OSBORN, D. D., of Albion, N. Y., and Prof. W. R. HARPER, Ph. D., of Yale University. That Committee made a formal visit to Washington in pursuit of its instructions; inspected the appointments of our University building; verified some of the statements made concerning the educational facilities of the National Capital, and, finally, joined unanimously in a report which recapitulated under fifteen distinct heads certain salient features of the University, in connection with what the Committee described as the "unparalleled facilities" of Washington for educational work of the highest grade. This report was submitted to the Board of Management of the Education Society at a special meeting held in the city of New York, on the 2d of October, 1889. The report was then adopted, and, as a part of it, the following resolution was unanimously passed by the Board of Managers:

*"Resolved,* In view of the foregoing facts concerning an institution already established, and of the unparalleled facilities offered in Washington for university studies, under the guidance of Christian instructors, your Committee, confident in the belief that its recommendation will not interfere with other educational enterprises, unhesitatingly expresses the opinion that the effort of the Trustees and Overseers of Columbian University to secure an adequate endowment of the institution should be, and is, commended to the favorable consideration of the Denomination."

At your meeting held in this city on the 18th of November last,



you authorized and directed an appeal to be made in pursuance of this endorsement of the Board of Managers, and the whole matter was placed in charge of a Committee empowered to take measures in this direction, in such manner and at such a time as they should judge to be expedient. It was understood at the time that no steps were to be taken in such a way as might cross or even *seem* to cross the effort of the Education Society to establish a great seat of learning at Chicago. On inquiry it was found by your Committee that the sum required to be raised for that purpose in order to secure the munificent proffer of Mr. JOHN D. ROCKEFELLER had not at that date been pledged. And hence it was that your Committee, in deference alike to your instructions and their own judgment, felt bound to stay their hands after sending a copy of your Appeal to a few well-known friends of the Columbian University. No public agitation of questions concerning its endowment has been attempted by your Committee.

But, in the meantime, friends of "the Columbian University enterprise" have risen up in many parts of the land. In my last report I reproduced the letters of many eminent men who had volunteered their adhesion to our movement. In this report I can find room for only a few of the many echoes which have subsequently come to me under this head. I could multiply the number, but I could not easily add to the weight of such testimonials as the following:

*From John Pepper, M. D., LL. D., Provost of the University of Pennsylvania.*

PHILADELPHIA, December 9, 1889.

DEAR PRESIDENT WELLING: Indeed I am greatly indebted to you for your kindness in sending me a copy of your masterly exposition of the educational advantages of Washington. I am very glad to see the question of establishing a National University there being brought forward in so prominent a manner. I am confident that it will produce some definite result. I shall be much obliged to you if you will send me a copy of your last catalogue and of your charter.

Yours sincerely,

JOHN PEPPER.

*From the Rev. Dr. Patton, President of Princeton College.*

PRINCETON, N. J., February, 1890.

MY DEAR PRESIDENT WELLING: \* \* \* I write now only to say that I most heartily wish you success in your endeavor to commend the pro-

ject of a National University to benevolent-minded men. I read your pamphlet with great interest, and felt greatly flattered to notice that you thought some words of mine worthy of a place in your pages.

I suppose it would be hard for a college president not to feel that his own institution is the one that should be made the rallying point of the national idea. This is the only qualifying clause that I would insert in any commendation that I should give to your plan, to wit: that I wish to see so much money for Princeton.

But I concede your geographical precedence, and the claims that are founded in the unique advantages of Washington—the more so in view of the recent establishment of the Catholic (Roman) University in the capital of the Nation. \* \* \*

Very faithfully,

FRANCIS J. PATTON.

*From the Hon. Stephen J. Field, LL. D., Associate Justice of the Supreme Court of the United States.*

WASHINGTON, February 17, 1890.

DEAR MR. WELLING: \* \* \* I have read with great interest the printed document you inclosed to me, directed to the "friends and benefactors of learning," in which you unfold the many advantages of Washington for a great university, and show what is necessary to enlarge the usefulness of the present Columbian University.

I not only give in my adhesion to your suggestions and plans, but approve of them most heartily, and anything that I can say or do to aid in carrying them out, shall be said or done with earnest good-will.

Very sincerely yours,

STEPHEN J. FIELD.

*From the Rev. Dr. A. G. Lawson, Sec. of Board of Managers of Am. Baptist Education Society.*

BOSTON, MASS., Feb. 26, 1890.

DEAR DR. WELLING: It will be a pleasure to do anything in my power for Columbian University. I believe most deeply that we ought to build upon the foundations already established, and earnestly hope that men of wealth may note the opportunity and prove themselves to be true "sons of Issachar."

Yours in truth,

ALBERT G. LAWSON.

*From the Rev. Dr. Justin A. Smith, Editor of "The Standard," Chicago, Ill.*

CHICAGO, March 1, 1890.

MY DEAR DR. WELLING: I am sorry to say that you have been misinformed in regard to the present status of our effort for raising the \$400,000 conditioning the offer of Mr. Rockefeller. We have still somewhat above

\$100,000 to raise, and are at that stage of the effort where results are slowest and least abundant. I do not see how *The Standard* can take up the Washington enterprise in the way you propose without peril of injury to this effort now on foot. We feel obliged to help the present undertaking all we can, till it shall be made a success, and shall then be prepared to advocate other claims.

We shall be glad to see you in Chicago, at the time of the anniversaries, and I should personally be glad of an opportunity to confer with you as to the ways in which I can best be of service to you in your educational plans. With sincerest respect and esteem.

Yours truly,

J. A. SMITH.

*From the Rev. Dr. A. C. Osborn.*

ALBION, ORLEANS CO., N. Y., *April 25, 1890.*

Dr. J. C. WELLING,

MY DEAR BROTHER: \* \* \* I am watching with deepest interest every movement looking towards the larger endowment of the Columbian University. I hope, I trust, I *believe* that just as soon as the Chicago movement is out of the way, a united and successful effort may be made in behalf of Washington. \* \* \*

Affectionately,

A. C. OSBORN.

*From the Rev. Edward Bright, D. D., Editor of "The Examiner,"  
New York City.*

NEW YORK, *May 29, 1890.*

MY DEAR DR. WELLING: \* \* \* I don't know of anything among us Baptists that has more imperative need of being done than to make your university all that it ought to be. The thing needed is one man of large heart and means and warm appreciation, to take the lead to make Columbian College a well endowed university.

Very truly yours,

EDWARD BRIGHT.

As the friends of the Columbian University had helped in the initiation of the "Chicago movement," and had given to that movement "the right of way," your committee did but obey your wishes in desisting from the agitation of the Columbian University enterprise, so soon as we were apprised that the Chicago undertaking had not as yet been lifted on the full "tide of successful experiment." It was as much our privilege as our duty to wait, for the success of "the Chicago movement" was fraught with promise to us, while disaster at Chicago would have brought dismay to our own aspirations. As it is, the splendid

success of the Chicago enterprise has strengthened every other legitimate educational enterprise of the Baptist denomination. It only remains for the friends of learning in that Denomination to discover what "unparalleled facilities" are offered here (for the taking) in the cause of highest science and culture. In so saying, I beg leave to repeat that the interest we seek to create in behalf of University learning at Washington should not be confined within denominational lines. It was frankly recognized at Chicago that a great seat of learning is pledged, by the very conditions of its greatness, to be unsectarian in its administration. If it be true that "he serves his party best who serves his country best," it is a still higher truth that "he serves his Church best who serves Christendom best." "The field is the world," for Christian learning as well as for Christian evangelization. We must learn to see and to say that there is no science (that is, that there is no *true* science), which is "common or unclean," and therefore it is that the whole hierarchy of the sciences, physical, intellectual, moral, and spiritual, must be admitted into the Christian fold; not, indeed, with equal rights of dignity, but with full rights of citizenship in the commonwealth of learning. Because the universe is one, all knowledge of the universe must turn more and more to unity. It is because "the sciences are sociable" that I wish to see them housed, as many as possible, under the roof of the Columbian University.

As no university, not even the greatest, can aspire to domesticate them all, I hope that we may at least open our doors to the sciences which stand nearest to us, and which have, therefore, the strongest claim on our hospitality. It is high time that our Law School, admitted to be among the first in the land, should begin to bear the flower and fruit of University studies, in the full and true sense of those words. We were the first to establish a School of Practice. Let us now be the first to establish a School of Jurisprudence, in which the law of the civilized world shall be taught as a history and as a philosophy, from the first rude germs of the clan stage of human government up to the highest evolutions of that international law which to-day sits supreme above all politics and all conventions of men, and which, by its moral sovereignty, is perpetually moving forward the boundaries of truth and righteousness in the relations of States. In such a School the

codes of particular nations would pass under review only so far as they marked the successive stages of human progress, and only so far as each has contributed its rays to what Lord Coke calls "the gladsome light of jurisprudence." The Civil Law of Rome, for instance, would be taught in its origin under the early kings; in its progress from the kings to the 12 Tables; from the 12 Tables to Augustus; from Augustus to Constantine; from Constantine to Justinian, and from Justinian to the present time. But it would be expounded as a philosophy teaching by example, and not as a barren erudition or as a branch of curious and antiquarian learning. In such a School we should not be called to do over again the uncritical work of Heineccius and Gravina, even for the sake of tracking Gibbon to the insufficient sources from which he drew the materials for his remarkable Chapter on the Civil Law. In such a School the Common Law of England would be studied in its primitive sources—the sources which, in giving to it color and direction, have determined for us its true significance and its true interpretation. If so simple a story as the Parable of the Prodigal Son is found to contain four distinct references to the sociology of primitive times, it need not surprise us that the codes of the world should swarm with survivals from the early stages of primeval law. Anthropological science, by its comparative method, is transforming the explication of primitive law, and, therefore, is transforming the history of law as an evolution of the human race. And in such a School the international law of the civilized world would be taught, not only as a body of doctrine and of acquired facts, but pre-eminently as a spirit working for righteousness in the intercourse of nations, and, therefore, working above and beyond the boundaries already reached by the foremost nations of Christendom. That is, the science of jurisprudence would become prophetic of the next things to be hoped for and labored for in legislation and in international law, because it would mark the points of the curve through which the nations are moving to-day. An association of learned jurists, composing the "Institute of International Law and of Comparative Legislation" is working on these lines at the present time. It is the singular glory of our Law School that it has counted among its former Professors two illustrious jurisconsults who, while living, were members of this Institute. I refer to the late

WILLIAM BEACH LAWRENCE, LL. D., and the late FRANCIS WHARTON, LL. D. These great publicists expounded the rules of law along the lines of reason and of philosophy, and hence it was that they made their lectures, even in the undergraduate course, an inspiration to all that is highest and best in the expanding realm of civil jurisprudence. We need a Law School in which such teachers shall find their "fit audience, though few." The pupils in such a School might not be many, but their studies would prepare them for the higher walks of the legal profession. The University of Leyden has abundantly vindicated its right to exist by producing a Grotius, even if it had never contributed another ornament and guide to the civilized world.

We are also called, by our opportunities, to establish a School of Political and Social Science, as a part of our University system. Such a School was projected more than six years ago, and was then delineated in an imperfect outline sketch. I need not enlarge on its importance, or on the peculiar facilities offered to us for the work of instruction in such studies. Sociology is a young science, but it yields to none in its interest and in its vast significance to our living age. It would be easy to show that scientific studies in social order and in civil administration are the indispensable prelude to scientific studies in political economy.

In like manner it would be easy to show that University studies, properly so called, are the indispensable crown and complement of all knowledge which has the principle of growth lodged in it, and, therefore, are the indispensable crown and complement of all educational work which aims to take the highest place in an advancing civilization. The knowledge of to-day is not only a heritage from the past, but also a complex of progressional forces in the present, having the "promise and potency" of boundless attainments in the future. To renounce our hold on these progressional forces is to renounce for ourselves a high place alike in the educational and in the Christian world.

In view of the foregoing considerations, I respectfully recommend that a special meeting of the Corporation be held in the month of October next, for the purpose of concerting the measures which shall then be deemed necessary to place the claims and advantages of the Columbian University most effectively before the Baptist Denomination, and before the friends of liberal learning without distinction of creed.

I further recommend that special Committees of the Corporation be appointed to project the lines along which the University may most expediently advance in the direction of University studies, strictly so called ; and that such Committees make report to the Corporation at the meeting which may be called in October next. In this way it can be made distinctly to appear that our University is not building castles in the air, and that it can the more confidently appeal to the beneficence of its friends because it is working in the solid ground of present fact and of demonstrable opportunity.

All which is respectfully submitted.

JAMES C. WELLING,  
*President.*

THE COLUMBIAN UNIVERSITY,  
*June 12, 1890.*

## APPENDIX.

### THE COLUMBIAN COLLEGE.

#### THE SCHOOL OF ENGLISH.

WASHINGTON, June 3, 1890.

TO JAMES C. WELLING, LL. D.,

*President of the Columbian University:*

The following brief statement will indicate what the different college classes have been doing during the present session of 1889-'90 in the School of English.

##### *The Freshman Class.*

The members of this class have had *two* recitations a week in Rhetoric, and *one* a week in History (American and English).

They have also had periodical instruction in Essay Writing and in Elocution, as well as constant familiar instruction in English Etymology.

##### *The Sophomore Class.*

\*The members of this class have had, during the First Term, *two* recitations a week in English Literature; during the Second Term, *two* recitations a week in Deductive Logic; and during the entire session, *one* recitation a week in elementary and advanced Anglo-Saxon, and *one* a week in critical reading of eight or ten of the best of Shakespeare's dramas. They have also had periodic instruction in Essay-Writing, and in Elocution, as well as in Dissertation—that is, a careful preparation of suitable literary material put into extemporized language.

##### *The Junior Class.*

The members of this class have had, during the First Term, *two* recitations a week in Inductive Logic; and *two* a week in critical study of representative English prose writers; and during the Second Term, *two* recitations a week in the History of Civilization, and *two* a week in critical readings of contemporaneous literature, as well as exercises in Essay-Writing and Dissertations:

##### *The Senior Class.*

Two new studies have been added during the present session for the benefit of the Senior Class. During the First Term, the members of this class have had a pretty thorough course in Modern History, the text-book used being Mackenzie's History of the Nineteenth Century, occupying *one* hour a week. During the Second Term, the members of the class have had critical readings in the Colonial and Revolutionary literature of America, as well as in the Literature of the Republic, the class having read some of the best selections contained in the ten volumes of Stedman's "Library of American Literature." *One* hour a week was given to these readings.



I have also given *two* recitations a week in elementary Rhetoric in the Preparatory School.

I have also given *eight* hours' instruction a week in the Corcoran Scientific School during the session.

Respectfully submitted.

SAMUEL M. SHUTE,  
*Professor of English Language and Literature.*

#### SCHOOL OF GREEK.

WASHINGTON, *June 5, 1890.*

JAMES C. WELLING, LL. D.,  
*President Columbian University.*

DEAR SIR: Allow me to present to you, and, through you, to the Board of Overseers and Trustees, a brief report of my work as Professor of Greek in the Columbian College for the year now ending.

In the senior class I have had but *one* student; in the junior, *eight*; in the sophomore, *five*; in the freshman, *eight*; and in the preparatory school, *eight*.

To relieve Prof. Montague, I have also given instruction to the senior class in Latin.

This class has had but one recitation a week, and has read portions of the 10th and 12th books of Quintilian.

In the department of Greek, the senior class has read quite carefully Plato's Apology of Socrates, but, having had but one recitation a week, has done but little in addition to this.

The junior class have had three recitations a week; have studied the entire *Œdipus Tyrannus* of Sophocles, the *Alcestis* of Euripides, a large part of Demosthenes' Oration on the Crown, and have read, at sight, selections from the dialogues of Lucian.

The sophomore class have studied parts of the *Memorabilia* of Xenophon, and also the entire *Panegyricus* of Isocrates.

The Freshmen class have studied three books of Homer's *Iliad*, parts of Herodotus, and have read other selections from Herodotus, at sight. They have also studied Boise's Exercises in Greek Syntax, and parts of Smith's *History of Ancient Greece*.

The preparatory class have studied the first two books of Homer's *Iliad* and a large part of Jones' Exercises in Greek Syntax.

To the junior class I have given several written lectures on Greek Literature.

The junior, sophomore, and freshman classes have had exercises in Greek Prose Composition; and almost daily work has been assigned them in the study of the grammar and principles of the Greek language.

A. J. HUNTINGTON.

#### SCHOOL OF LATIN.

THE COLUMBIAN UNIVERSITY, *June 2, 1890.*

TO PRESIDENT WELLING:

I have the honor to submit the following report of work done in my classes during the session of 1889-'90.

I. In the Junior Latin Class:

1. Latin Grammar, with Lectures.

2. Roman History and Literature; papers and other original work of students under my direction.

3. Weekly Exercises, English into Latin.

4. Occasional exercise of the professor translating the text, sentence by sentence, and having the students render again into Latin without reference to book.

5. Sight reading in all authors read, in addition to lessons prepared, especially in *Cicero DE REPUBLICA*.

6. Regular Authors: *Seneca* (in part); *Tacitus*, THE AGRICOLA; *Juvenal* (in part); and *Quintus Curtius*, 80 pp. (parallel).

II. In the Sophomore Latin Class:

1. Latin Grammar, with Lectures.

2. Weekly exercises, English into Latin.

3. Occasional exercises, as in No. 4 of Junior.

4. Sight Reading in all authors read, in additions to lessons prepared, especially in *Cicero DE SENECTUTE* (entire).

5. Parallel Reading: *Cicero DE AMICITIA* (entire).

6. Regular Authors: *Horace* (parts of *Satires*, *Epistles*, all of *ARS POETICA*); *Tacitus*, all of the *GERMANIA* and nearly all of the *AGRICOLA*.

III. In the Freshman Latin Class:

1. Latin Grammar, with Lectures.

2. Weekly exercises, English into Latin.

3. Occasional exercises, as in No. 4 of Junior.

4. Sight reading in all authors read, especially in *Livy*.

5. Regular Authors: *Ovid*, 5 books; *Livy*, 70 pp.; *Horace*, 31 Odes.

(As instructor in the Preparatory School.)

IV. The First Preparatory Latin Class:

1. Latin Grammar.

2. Weekly exercises, English into Latin.

3. Regular Authors: *Virgil*, 3 books; *Cicero*, 6. Orations. *Ovid*, 600 lines; sight reading.

V. First Preparatory. English Grammar, to analysis, with essay; and examination in Rhetoric.

VI. Second Preparatory Class. Reading: History of Germany.

VII. First and Second Preparatory Class. Spelling.

VIII. Third Preparatory Class. Reading and Spelling.

IX. Fourth Preparatory Class. Reading and Spelling.

X. School Declamation.

#### SCHEDULE OF HOURS ENGAGED.

	Hours.
I. Junior Latin class, per week,	3
II. Sophomore Latin class, per week,	3
III. Freshman Latin class, per week,	3
IV. First Preparatory Latin class, per week,	4
V. First Preparatory English Grammar, spelling of first and second classes, and extra time in First Latin,	2
VI. Second Preparatory reading class, per week,	1
VII. Third class, reading and spelling, per week,	1
VIII. Fourth class, reading and spelling, per week,	1
IX. School declamation, per week,	1
Total number of hours per week in teaching,	19
Supervision of study and of teaching,	8
	27

In addition to the above time, I am occupied daily from  $\frac{3}{4}$  of an hour to  $1\frac{1}{4}$  hours in matters of discipline after school, about 5 hours per week, which time, added to the above 27 hours, gives about 32 per week during

which I am on duty. Preparation of reports and letters to parents not included in the above estimate.

Very respectfully,

A. P. MONTAGUE,  
*Professor of Latin.*

## SCHOOLS OF GERMAN AND MATHEMATICS.

WASHINGTON, June 5, 1890.

President WELLING.

DEAR SIR: I have the honor to submit the following report of work done during the scholastic year ending June 11, 1890, in the schools of German and Mathematics:

In German: The Freshman Class passed twice through Sheldon's Grammar (84 pages), and read "Bilderbuch ohne Bilder" (55 pages), and "Das kalte Herz" (65 pages).

The Sophomore Class studied Joynes-Meissner's Grammar (219 pages), and read "Das kalte Herz" (65 pages), "Der Neffe als Onkel" (70 pages), "Immensee" (34 pages), "Brigitta" (235 pages), and "Geier-Wally" (40 pages).

The Junior Class studied Otto's Grammar (430 pages), and read, "Wilhelm Tell" (110 pages), "Joseph und Benjamin" (52 pages), "Das Kind" (47 pages), "Am todtten See" (55 pages).

Each class has had two recitations a week, and during a portion of the year an extra hour was given the Freshman Class.

Number of students studying German, 37.

In Mathematics: The Freshman Class, taught by Professor Hodgkins, Newcomb's Geometry (260 pages), and Wentworth's Complete Algebra (200 pages), four hours a week throughout the year.

The Sophomore Class: Wells' Trigonometry (206 pages), Wentworth's Analytic Geometry (212 pages), three hours a week throughout the year.

The Junior Class: Taylor's Differential and Integral Calculus (225 pages), Young's Astronomy (taught by Professor Hodgkins), four hours a week throughout the year.

The Senior Class: Smith's Mechanics (307 pages), Newcomb's Theory of Equations (40 pages), Determinants (99 pages). Two recitations a week throughout the year. The three lower classes reviewed each subject, and had their text-book work supplemented by original problems.

Number of students, 42.

Total number of hours per week engaged in actual teaching, fourteen.

Very respectfully,

J. HOWARD GORE,  
*Professor of Mathematics,*  
*Acting Professor of German.*

## SCHOOL OF FRENCH.

WASHINGTON, D. C., June 2, 1890.

JAMES C. WELLING, LL. D.,  
*President of the Columbian University.*

DEAR SIR: I beg leave to submit the following report of the work done during the past year in the Department of French:

I. The students of the First Class of the Preparatory School have studied pronunciation; mastered the fundamental principles of the language as presented in the first 115 pages of Joynes's Otto's French Grammar; translated twenty-five exercises into French; and read Super's "French Reader" and Souvestre's "Le Mari de Madame de Solange,"

a total of 215 pages. I am striving to make the work of this class meet the requirements for admission to college in elementary French, which were proposed by the Modern Language Association at their meeting in December, 1889. Three hours a week.

II. The Freshman Class in College studied 105 pages of Keetels's Collegiate Course; wrote 17 exercises; and read Fontaine's "Historiettes Modernes" and 210 pages of "Le Conscrit," a total of 325 pages. The fine record of this class is unprecedented. Two hours a week.

III. The Sophomore Class studied 140 pages of Sauveur's Grammaire Française, reciting in French; translated at the blackboard extemporaneously many long and idiomatic exercises into French; and read Lacombe's "Petite Histoire," "L'Avare," "Esther," and "Mlle. de la Seiglière," a total of 422 pages. Two hours a week.

IV. The Junior Class studied 37 pages of Keetels's rules of syntax; wrote 25 long exercises; and read "Cinna," "La Poudre Aux Yeux," "La Bataille de Dames," "Bug-Jargal," and the first sixty-five pages of "Les Trois Mousquetaires" (Sumichrast's expurgated edition), a total of 458 pages. Irregular verbs were also thoroughly studied. Two hours a week.

V. The Senior Class read "Ruy Blas" and "Bug-Jargal" as parallel, a total of 285 pages.

To prepare students for the practical use of the language as much time as possible has been devoted to *oral French*. Drills in pronunciation, numerous dictations, and many enjoyable exercises in French conversation have been the means employed to accomplish this end. A large amount of sight reading has been done with the happiest results. Comparative philology has been taught inductively and incidentally. I can truly say that the students have been enthusiastic in their work. This may be seen from the fact that a decided majority of them met with me for an hour every Tuesday for more than two months of the second term, in order to engage in more extended oral, grammatical, and literary work. In this Seminary we read "Le Voyage de M. Perrichon" (78 pages). Total number of pages read in the Department of French, 1,783.

Besides the above work, I have spent 11 hours in teaching Latin and 1 hour in Ancient History per week in the Preparatory School, making a total of 21 hours per week, which was increased to 22 hours while the Seminary met.

Very respectfully,

LEE DAVIS LODGE.

#### SCHOOL OF NATURAL SCIENCE.

COLUMBIAN UNIVERSITY,  
WASHINGTON, D. C., June 3, 1890.

President J. C. WELLING, LL. D.

DEAR SIR: I have the honor to state that the following courses of study have been pursued in the School of Natural Science during the session 1889-'90.

There are *four* classes in this Department.

I. Senior (highest) consisting of laboratory practice and chemical analysis. Time, 4 hours per week. Owing to a change in the order of studies there were only 3 students this year in the class.

II. Junior class, Physics, embracing the study of Laws of Matter, Pneumatics, Hydrostatics, Acoustics, Heat, Light, and the various branches of Electricity. Time, 2 hours per week. Number of students, 9.

III. Sophomore class, Theoretical Chemistry, embracing lectures and recitations on General Chemistry, both Inorganic and Organic. Time, 5 hours per week. Number of students in class, 15.

IV. Freshman class, Natural History, embracing outlines of Study in Physiology, Anatomy, Zoölogy, Botany, and Geology. Time, 2 hours per week. Number of students in class, 24. Whole number of students in the School, counting none twice, is 49. Whole number of hours engaged in recitation, 13.

I also spent 2 hours per week, from November 1st to February 1st, in private work, assisting students who were behind their classes.

In addition to the above hours it requires about 7 hours per week arranging apparatus and experiments for the above classes.

Most respectfully,

E. T. FRISTOE.

#### SCHOOL OF MATHEMATICS.

WASHINGTON, D. C., June 5, 1890.

Dr. JAMES C. WELLING,

*President of the Columbian University.*

DEAR SIR: I have the honor to submit to you the following brief statement of my work as adjunct professor during the past year.

In the Preparatory School I have taught the third class in arithmetic; the second class in arithmetic and algebra, and the first class in algebra, geometry, and physics; a total of fourteen hours a week, during ten of which I have been in charge of the school, while Professor Montague has been at the college instructing his Latin classes there, or attending to some of the many details of the school work. The Preparatory classes in my charge have accomplished a little more than the usual amount of work.

In the college, I have taught the freshman class four hours a week, completing the study of geometry and algebra, and closing with some lectures on the history of mathematics. I have also taught astronomy to the junior class, one hour a week, and, considering the limited time allowed for the subject, the class has made remarkable progress. About 450 pages of Young's General Astronomy have been studied, and this has been supplemented by visits to the Coast Survey and to the Naval Observatory.

Total number of hours of class-room work, 19 per week.

Respectfully submitted.

H. L. HODGKINS,

*Adjunct Professor of Mathematics.*

#### REPORT OF DEAN OF THE CORCORAN SCIENTIFIC SCHOOL.

COLUMBIAN UNIVERSITY,

WASHINGTON, D. C., June 2, 1890.

President J. C. WELLING, LL. D.

DEAR SIR: I have the honor to report that the following work has been done in the Corcoran Scientific School during session 1889-'90:

Whole number of students enrolled, 113; a large number of whom were students of specialties.

The following professors have been engaged in the several departments during the year:

I. English: Prof. S. M. Shute. 3 classes. Time, 8 hours per week. Number of students, 28.

II. Mathematics, including Algebra, Geometry, Trigonometry, Analytical Geometry, and Calculus: Prof. H. L. Hodgkins. Three classes. Time, 10 hours per week. Number of students, 61.

III. French: Prof. L. D. Lodge. Three classes. 6 lectures per week. Number of students, 12.

IV. German: Prof. J. Mueller. Three classes. 6 lectures per week. Number of students, 19.

V. Mineralogy: Prof. Yeates. Embracing a lecture course, and also one in blow-pipe analysis. Two classes. Time, 6 to 8 hours per week. Number of students, 5.

VI. Physics: Prof. R. W. Prentiss, instructor. Owing to the instructor's continued ill-health during the year the duties of this School were performed by Prof. Fristoe. This department embraces studies in Elementary Mechanics, Pneumatics, Hydrostatics, Heat, Light, Acoustics, and the various branches of Electricity; about half the year being given to the last subject. One class. Time, 2 hours per week. Number of students, 12.

VII. Civil Engineering, embracing studies in Mechanics, Descriptive Geometry, Graphic Statics, Theory of Instruments, Surveying Roads, Railroads, Canals, Rivers and Harbors, Strength of Materials, Engineering Plant, Masonry, Bridges, Tunnels, Iron Constructions, Building Materials, Specifications, and Designing, Prof. Fava. *Three* classes. Lectures, 13 hours per week. Designing 21 hours per week for the students.

VIII. Drawing, embracing Mechanical, Topographical, and Architectural Drawing, Prof. Wansleben. *Three* classes. Time, 3 hours per week. Number of students, 31. More than one class draw during the same hour.

IX. Chemistry: Prof. Fristoe. *Three* classes.

1. Theoretical Chemistry, Inorganic and Organic. *Three* lectures per week.

2. Qualitative Analysis and Laboratory Practice. About 12 hours per week for 8 months.

3. Quantitative Analysis, embracing Gravimetric and Volumetric Methods, for Acids and Bases, Analysis of Gases, all classes of Minerals, Commercial Organic Products, as Flour, Butter, Milk, Sugar, Oleomargarine, as well as Assaying and the processes of extracting Metals from their ores. Time, about 15 hours per week. Whole number of students, 29.

Most respectfully,

E. T. FRISTOE,  
*Dean.*

#### REPORT OF PRINCIPAL OF PREPARATORY SCHOOL.

THE PREPARATORY SCHOOL, *June 2, 1890.*

To President WELLING:

I have the honor to submit the following report for the Preparatory School for the session of 1889-'90:

##### *Number of Students.*

One hundred (100) students have been enrolled during the present session, and eighty-four (84) were in attendance during the closing week of recitations. These figures show a gain of 19 over last session, and an attendance at the close far ahead of the record for some years.

##### *Order and Discipline.*

The order and discipline of the School have, in the main, been excellent. Two cases of disorder arose, but they were satisfactorily arranged.

##### *Scholarship.*

There were no applicants for Powell Scholarships. I would recommend that, when a student is admitted to a scholarship (General or Powell) in a lower class, he be continued in it until graduation, provided his standing in studies and conduct be satisfactory.

*Proposed Increase of Lessons.*

The work done in the classes has, upon the whole, been satisfactory; but it is *absolutely necessary* that there be more frequent lessons in certain branches, *s.c.*: Reading, Spelling, English Grammar, Writing, Geography, and History. To met this need, to which patrons have in no uncertain manner called my attention, I would suggest the appointment of a regular instructor for next session. I would also recommend that we have *two* writing lessons a week instead of *one*, as now. To meet the call for instruction in Elocution, I suggest that Mr E. C. Townsend be employed to teach the entire School, and that he be paid by a special assessment of \$1.50 (or \$2) per pupil. I am willing to collect this assessment. I should, of course, have charge of *the order* during these lessons.

*Repairs.*

Certain repairs in the building are needed. A special schedule of these will be furnished, if desired.

*Salaries.*

I would recommend that the salaries of Messrs. Hodgkins and Lodge be raised to \$1,200; that Mr. Stuart be paid \$500.

*The Principalship.*

I would further recommend that, as soon as the income of the University shall justify it, a Principal of the Preparatory School be chosen, who shall confine his work entirely to the school, and shall not be expected to spend many hours in teaching, but who may give the greater part of his time to the general upbuilding and development of the school, which, under a competent head, with the duties of his place as just defined, would, I believe, become in a few years the great fitting school of the Middle States.

Very respectfully,

A. P. MONTAGUE,  
*Principal.*